

4th Grade Health-Substance Use/Abuse

Title: Substance Use/Abuse

Grade level: 4

Purpose:

Students will learn about the relationship between Substance Use/Abuse and health.

Objective(s):

Students will create a healthy person's Owner's Manual recognizing how their choices about substances will affect their quality of life.

DOK Level(s):

- 1 (recognize personal stressors and coping strategies)
- 2 (classify, organize and describe the cause & effect of healthy/unhealthy choices)
- 3 (draw conclusions of choices on health)

Learning Target(s) (LT):

- (1) The student will identify the effects of substances (TAOD) on the body.
- (2) The student will analyze healthy/unhealthy choices and the effects on quality of life and health.
- (3) The student will assess stressful situations where coping strategies will be used to prevent the use of substances.
- (4) The student will create a list of healthy alternatives to substance use.

Missouri GLEs: (May create a cluster from any discipline.)

ME4A4 – Explain and cite examples where the decision making process may be used. (p. 30 Health GLEs)

ME4D4 – Identify personal stressors in daily living and describe strategies to deal with these stressors. (p. 33 Health GLEs)

RA1B4 – Explain how healthy behaviors enhance the body's basic lines of defense. (p. 36 Health GLEs)

RA3C4 – Describe how TAOD can affect the body systems. Analyze the effects of choosing healthy alternatives rather than using or abusing substances. (p. 47 Health GLEs)

Show-Me Content Standards:

HP 2 – Principles and practices of physical and mental health.

HP 5 – Methods used to assess health, reduce risk factors, and avoid high-risk behaviors.

Show-Me Process Standards:

1.2 – Conduct research to answer questions and evaluate information and ideas.

1.4 – Use technological tools and other resources to locate, select and organize information.

1.8 – Organize data, information and ideas into useful forms for analysis or presentation.

4.1 – Explain reasoning and identify information used to support decisions.

Time Needed To Teach This Lesson: Two class periods of 30-45 minutes. One for researching information; one for creating the manual.

Lesson Design: Using previously learned information and 2 new sources (at least one internet), students will take the template and create an Owner's Manual for being a healthy individual.

Assessment: Students will demonstrate comprehension by completing their manual. Students may present their completed document along with their justifications to the class.

Teacher Assessment Options

Rubric, checklist, teacher observation, teacher questioning, student presentations

Attachments: NA

Resources:

<http://kidshealth.org/>

http://www.dare.com/kids/index_3.htm

<http://www.narconon.org/media/drug-education-booklet.pdf>

<http://www.abovetheinfluence.com/>

Writer(s) of this Lesson:

Marilyn Grechus, Ph.D.

Patty Cornell, M. Ed.

Shelly Paul Smith, M.Ed.

TEMPLATE –

Healthy Person's Owner's Manual:

1. List 8 characteristics of a healthy person.
2. Identify 3 ways to recognize stress and list a way to relieve each.
3. Provide at least two effects on the body for each of the following drugs:
 - a. Alcohol
 - b. Tobacco
 - c. Marijuana
 - d. Inhalants
4. Identify at least 3 ways that the previously listed drugs affect one's health in general.
5. List at least 10 alternatives that would make their decisions of whether or not to use drugs.

Information will be taken from previous lessons' notes as well as outside sources. At least one source should be from the internet. All information should be documented with source name and where the information was located.

CATEGORY	4 Exceptional	3 Exceeds expectations	2 Meets expectations	1 Not yet proficient
Characteristics of a Healthy Person	Information contains more than 8 essential healthy characteristics. It includes several supporting details and/or examples.	Information contains 7-8 essential healthy characteristics. It provides supporting details and/or examples.	Information contains 5-6 important healthy characteristics. Some details and/or examples are given.	Information contains 4 or fewer basic healthy characteristics or the information has does not reflect requirements.
Effects of Stress and Ways to Relieve Stress	Listed multiple complex effects of stress in various contexts. Generated additional realistic, novel ways to relieve stress.	Listed multiple complex effects of stress with detailed constructive coping strategies to match.	Listed 3 effects for stress with beneficial coping strategies to match.	Listed only 1 simple effect of stress and coping strategies were not addressed.
Effects of Drugs on the Body	Listed multiple significant drug effects on the body for each of the 4 drugs.	Listed 2 primary drug effects on the body for each of the 4 drugs.	Listed 2 basic drug effects on the body for the 4 drugs.	Listed some trivial effects for some of the drugs.
Effects of Drugs on General Health	Addresses how drugs affect multiple facets of one's general mental, social, & physical health.	Listed detailed, accurate, & thorough effects of drugs on one's general health.	Listed basic ways that drugs affect one's general health	Listed some trivial ways that drugs affect one's general health.
Alternatives to Drug Use	Listed multiple, innovative, realistic alternatives, such as consulting experts (in or outside the school) to find additional strategies to avoid using drugs.	Listed more than 10 significant alternatives to using drugs which are safe, healthy, and realistic. They include several supporting details and/or examples.	Listed 10 alternatives to using drugs as was learned in class. Some details and/or examples are given.	Listed 6 or fewer alternatives to using drugs. No details and/or examples are given.

Checklist:

Name_____

Owner's Manual contains:

Selection	Explanation		
	Limited	Complete	Exceptional
Characteristics of Healthy Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize stress & coping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effects of drugs on body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effects of drugs on health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternatives to drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples of teacher questions/prompts:

- Select a characteristic of a healthy person and tell me why you chose this.
- Explain why it is important to recognize stress. Why do you need to know how to cope with stress?
- Explain why it is important to understand how and why drugs affect your body and general health.
- State an alternative to drug use. What information helped you make this choice? Why is it important to have alternatives available?